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| Learning Objectives: | |
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| Bridge-in / Connecting Learning from previous learning:  What previous learning can be connected to this lesson to bridge-in earlier lessons? See strategies to activate prior knowledge. | |
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| Pre-Assessment:  What pre-assessment can help students reflect on their current understanding of this topic? | |
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| Stages | Instructional Process (Considerations when you are creating your lesson plan) | Content (Describe and list your teaching strategies and activities) | Required Resources |
| Beginning | Present an introduction to the lesson topic and provide an overview of what will be covered, the rationale and key vocabulary.  Engage learners in an activity to activate prior knowledge:   * Use the poll feature to gauge learners' existing knowledge on a topic. * Use breakout rooms for small group discussions. Pose a question or problem related to the new topic and let them discuss it. * Use the Zoom whiteboard to brainstorm ideas or concepts related to a topic. * Encourage learners to ask and answer questions about the topic. This can be done verbally or through the chat function. * Pose questions about upcoming content and have learners predict the answers. * Conduct a live KWL discussion, asking learners to share what they already know and want to learn in small groups and present the information during a debriefing. * Share your screen and use digital flashcards to review previous related content. * Have learners create concept maps of what they already know and ask volunteers to share their maps. * Use breakout rooms for "Think-Pair-Share" activities where learners discuss a question or problem. * Three-Two-One: Ask learners to write and share three things they know about the topic, two things they want to find out, and one question they have. * Use a tool like Padlet for learners to post what they know or questions they have. * Share a short survey or questionnaire to fill out live about the upcoming topic. * Ask learners to draw a quick sketch related to the topic and hold it up to their camera. * Have learners share a document or image on a related topic, then take turns sharing screens to view and discuss each. * Share a relevant video and ask learners to make predictions or connections based on their existing knowledge. |  |  |
| Middle | * Deliver the main content of the lesson through live interactive lectures, demonstrations, screen-shared visual aids, or breakout room activities. * Break down complex concepts into smaller, digestible parts through clear explanations, examples, and illustrations with videos and/or on a whiteboard. * Continue to encourage learner participation and engagement through discussions in chat, group work via breakout rooms, or hands-on activities that can be completed individually and then shared with the class. * Continue delivering the content of the lesson using shared screen resources such as articles, videos, etc. * Implement formative assessment techniques like quizzes, mind maps, or discussion prompts, using the poll or whiteboard feature to check for understanding. Provide feedback in real-time. |  |  |
| End | * Create a short summary of the topics and concepts covered. * Utilize chat or follow-up emails to address any misconceptions or difficulties learners may have encountered during the learning process. * Consider using digital exit tickets as a form of assessment at the end of the lesson. These could be short activities or questions that learners complete independently and submit online. |  |  |
| Assessment / Homework:  Consider using exit tickets as a form of assessment at the end of the lesson. Exit tickets are short activities or questions that learners complete independently. | | | |
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| Notes for Next Lesson: | | | |
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